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ABSTRACT

This report describes the goals and results of a 2-year project which employed 20 male high school students from low income families for two hours per week as teacher assistants in seven day care centers and preschool programs, thereby providing male contact for children from female-dominated, single-parent families enrolled in female-dominated centers and programs. Students videotaped some of their activities with the children, and the tapes are shown twice weekly to local cable TV subscribers. Personality and school attendance measures were collected for the high school students. In addition, student participants and teachers in the centers filled out several evaluation forms. Self-concept and cognitive development measures were collected for both the experimental and control groups of preschool children, a total of 214 subjects. Results indicated that the program was successful for the high school students. However, no statistically significant differences were found between the groups of preschool children. Conclusions and recommendations are offered. Appendices include description of the self-concept test, examples of evaluation forms, and case studies of several students. (ED)

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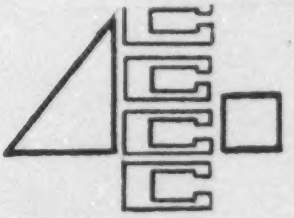

MARION COMMUNITY CHILD CARE COUNCIL, INC.

Marion, Indiana

" ONE...TWO...THREE...A-B-C...TV "

DEMONSTRATION GRANT # OCD - CB - 494

FINAL REPORT

June 30, 1975

PS008199

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INTRODUCTION

The Marion Community Child Care Council, Inc. (4-C), a United Way member agency in Marion, Indiana, continued to conduct a demonstration project entitled "One...Two...Three...A-B-C...TV" and referred to as the MALE-IMAGE Project (Identification Code: Grant #OCD-CB-494).

Marion 4-C is a local private, social service agency governed by an 18-member policy board of directors, and under the direction of a paid executive director. The primary function is to subsidize day care fees for children in licensed day care centers and to encourage and promote comprehensive, coordinated quality child care and child development in the community. Marion 4-C serves in a highly diversified industrial city of 40,000 residents and in the agricultural/industrial county of Grant, located midway between Ft. Wayne and Indianapolis in North Central Indiana.

In keeping with Marion 4-C goals of comprehensive, quality child care, the MALE-IMAGE Project was designed by Marion 4-C to fulfill the "male-image" needs of female dominated, single-parent children enrolled in female-dominated day care centers and preschool programs. The project employed 20 male high school students two hours per day as teacher assistants in seven centers and programs thereby providing male contact for the children. The male students video taped some of their activities with the children and the tapes are shown to the community on Marion 4-C's local TV program "One...Two...Three...A-B-C...TV". The program is available twice weekly to over 11,000 cable TV subscribers. The project owns and makes available to participating centers a $2,000 educational toy lending library.

The first year of the MALE-IMAGE Project was funded by a one-year demonstration grant awarded to Marion 4-C by the Office of Child Development of

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the Children's Bureau. Initially, Marion 4-C was advised by OCD that second-year funding would not be available: however, upon review at the end of the original fiscal year, the project was extended and funded by OCD for a second and final year ending June 30, 1975.

The review included findings of pre and post testing which had measured attitudinal, personality, and academic variances of both the male students and the children. Anticipated positive benefits to the children, for whom the program had been designed, were evident; but it is felt that the decision for second year funding was influenced for the most part by the positive benefits to the male students.

To maintain the operations of the MALE-IMAGE Project, a full-time Project Director (John Nuland) was employed. Additional staff included a secretary/bookkeeper and a trained evaluation consultant from Taylor University, both employed on a part-time basis.

To continue, an invaluable amount of time was donated during the project year 1974-1975 through "in-kind" contributions. Approximately 1,280 man hours were contributed in conjunction with 6,659 contracted and compensated man hours which total 7,939 professional hours of assistance. Additionally, an estimated 420 service hours were donated, thereby increasing the net worth of the project by $4,500.00 The combined total of "in-kind" contributions provided an asset of $10,300.00 added to the grant funding of $45,400.00 determines the worth of the Project year at a total dollar figure of $55,700.00.

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REVIEW OF PROJECT GOALS

A. To involve low environment males in the operation and teaching processes involved in the education and development of preschool children.

The above goal was established for the benefit of the male high school students as reflected by their performance in assigned day care or preschool centers. As community awareness of the positive aspects of the MALE-IMAGE Project was raised, additional facilities, both private and public, became engaged.

The cooperating centers during the first year of the project included Westminister United Presbyterian Preschool, Allen Youth Development Center, Kiddyland Kollege, Inc., and Lincoln Preschool Enrichment Program. As center directors and teachers realized the positive exposure gained, they welcomed the assistance of a high school male and even requested that their former students return for a second year. Extending from such favorable response, other centers, including the HeadStart classrooms at Clayton-Brownlee and Thomas Jefferson Elementary schools and Marion Cooperative Nursery, became involved with MALE-IMAGE students.

Over half of the males employed in the first year of the project participated in the summer program in 1974 or returned for employment once the 1975 school year resumed. Interviews were scheduled to screen new applicants. A list of over 30 potential students was compiled and submitted by a team of counselors from Marion High School. Identification of candidates became highly selective since only nine vacancies were available to allow 20 male students the opportunity to work.

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Several factors were considered before final selections were made, Students were chosen on the basis of past experiences with preschool age children, a willingness to become knowledgeable in the area of video tape equipment, exhibition of a cooperative spirit and a sense of responsibility. Fortunately, several applicants had already encountered similiar situations through other tutoring programs sponsered by the high school. Following selection, the computerized course schedules had to be arranged to permit students to be released two hours per day from their high school classes. This action warranted a close working relationship with the high school counselors and other administrative staff.

Prior to placement in an assigned center, it became necessary to successfully match the personalities of both the high school male and the classroom teacher to foster a good working relationship. The males were instructed by the director or teacher on the regulations and policies of the assigned center. Before entering the center and on every Friday in which in-service meetings were held throughout the school year, the MALE-IMAGE participants were instructed in the areas of child psychology and development as well as the use of educational toys and video tape equipment. The informal in-service meetings granted both project director and students the opportunity to disguss, plan and evaluate their personal performance within the assigned center.

Aside from information discussed during the in-service meetings and assistance offered from teachers, each student gained a wealth of knowledge primarily by observation alone. Once varying types of behavior was perceived, interaction between male students and preschoolers was readily achieved on a regular (if not daily) basis.

It should be noted that students progress at varying rates. Naturally, those students who had previous experience in child care related capacities could more easily assume their responsible positions. Others could be termed "late-bloomers" in that their responses, however latent, were admirable as evidenced by the tremendous amount of self-growth witnessed throughout the year. Again, experience proves to be an important factor. Despite the usual prompting and encouragement offered by both teacher and project director, the student might adjust more rapidly if allowed the freedom to learn on a "trial and error" basis under minimal supervision. Also, the student should be mature enough to accept criticism when delivered in a constructive manner.

One final point, in order to produce optimum results, students should be allowed to familiarize themselves with the individual needs of each child as well as their own. In essence, a student needs to clearly understand the relevancy of their position in order to function and thereby appreciate the worthiness of this type of mutual helping relationship.

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B. To provide meaningful employment for high school age males from low income homes who would otherwise have no means of employment.

An attractive feature related to employment by the MALE-IMAGE Project was the idea that the participants would become wage earners. Both positive and negative reactions were observed and a summary of results appropriately follows.

At the onset of the project year, the select group of twenty male students agreed to be released from their high school classes two hours per day to be employed in a local preschool program as teaching assistants. The initial concern of the students was the amount of money earned, calculated on an hourly scale. But as the year progressed, students concerned themselves with other important items such as improving their working relationship with both preschoolers and teachers, and increased involvement in the activities of their assigned centers. The idea that a student would be earning "easy money" was discouraged and the concept of achieving a greater reward, although not measured in monetary terms, was reinforced.

Another related example caused a slight friction between MALE-IMAGE students and other preschool aides. Early in the project year, several students became rather boastful of their new found sense of spending power and publicly made reference to the exact amount earned per paycheck. The situation was resolved once the distinction was clarified that the part-time students would not be compared on the same wage scale as full-time employees.

Unfortunately, many of these students would not have had the opportunity to enjoy the varied benefits derived through employment. Many entered the Project unskilled and lacking a previous work record. Therefore, employment

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in the Project afforded these students from low income backgrounds the first opportunity to earn their own income which prompted a sense of personal esteem. In fact, several students established banking accounts at the suggestion of the project director.

By providing a stable job situation, students realized the importance of their daily participation. Several remarked improvements were observed by assigned teachers. Most notably, students demonstrated an increased sense of responsibility, improved work habits and initiation of their own activities within the centers.

By employment through the Project, students were able to explore alternate career opportunities in the area of early childhood education. Current research indicates that learning is best facilitated when teachers and children share similar cultural backgrounds, race and sex (an area of particular importance). Such information indicates the need for increased recruitment of individuals from disadvantaged and minority groups - specifically males - into the teaching professions and other occupations involving work with young children.

C. To provide a means for high school age males to plan and implement their own program.

Ideally, a congenial and relaxed atmosphere would be required to attain this goal. Another important aspect conducive to the implementation and planning of student programs would be to foster cooperation among the student participants. In regards to the above goal, the project director acknowledged the ideas and considerations offered by the students. Often, such discussions would develop during the weekly in-service meetings. This proved to be an

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opportune time, since all students were collected and could exchange ideas drawn from personal experiences obtained from their individual centers.

Frequent discussions were held to review past achievements and project future planning. Informal and instructured, students were allowed to express their suggesions and criticisms. The project director exercized the right to determine the final decision, but relied on the comments of the participants, especially those who had returned from the first year project.

The operation of the video tape equipment served as a teaching device which added increased interest and incentive. Students were able to readily view their input and perceive instant feedback for their efforts through the use of video tape equipment. More significantly was the personal pride attached to every finished production that was presented weekly by Marion Cable Television.

D. To provide a male image to preschool students who often come from female-oriented households.

The general public is currently witnessing the rise of female-dominated, single parent families, and the problems associated with this type of lifestyle has arroused increased concern. As a means to counteract the situation, adult males are becoming more actively involved in assuming child care roles. This is especially important to the developmental process of preschool children. For instance, by age four, most children are beginning to learn and accept appropriate sex roles. Difficulty in reaching this stage of development might be caused, in part, by being reared in a matrifocal household. Therefore, the introduction of male youths into preschool environments does present a positive force serving to mitigate some of the disadvantages

suffered by absent fathers in the home.

The major focus was to provide a "male image" rather than to present a substitute father. The male students entered the classroom two hours per day. Upon arrival, the males were greeted enthusiastically by the children and immediatly encouraged to take part in the planned activities. Teachers quickly relied on the presence of the assigned aide to assume leadership of small group work activities and one-to-one interaction thus relieving the teacher. As the males became relaxed and confident in the capacity as teaching assistants, they accepted more responsibilities, usually on a voluntary basis. Such action met the approval of both teacher and parent alike. One parent in particular approached the project director by commenting, "Our four year old boy just worships Jim. He arrives home every afternoon and gives me a full report of what Jim said and did during preschool. He especially likes Jim carrying him on his back." Teachers also shared in the mutual benefit gained from the exposure of a male youth. One teacher noted, "I am especially glad Rob could join us on yesterday's fieldtrip. The children really wanted him there to have fun. He was so good with the kids...I never had to tell him what to do. It really helped me out when we got the children ready for the restrooms. It's kind of hard for me to trust the little boys together in a public washroom!" Other teachers continued by remarking that a male in the classroom proved to be a great asset in some rather unusual areas. For example, a male aide could reach higher, pull apart two quarreling preschoolers quicker, and "rough-house" easier with the children.

E. To demonstrate that a local community can provide quality television programs for its children through utilization of community resources.

By design, our ultimate goal was to capture the spontaneity as the

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individual preschooler explores and perceives whatever new stimulus is being presented. An excellent means by which to record this sensational effect was through the use of video tape equipment. To measure the success of the above goal, two major areas should be closely examined and understood.

First it should be recognized that the male students, including the veteran participants returning from the first year project, consisted of a group of minimumly trained amatuers in the area of video tape equipment. The project director had no previous experience in which to offer assistance in the production of video taped programs. Therefore, outside instruction had to be obtained to resolve the situation. This was provided by Mr. Gerry Radick, the television instructor at Marion High School,who had previously rendered his service during the first year project.

Additional training sessions were held at the beginning of the school year to educate both the MALE-IMAGE students and the project director in the proper use of the equipment. These training sessions were conducted by the TV instructor who also handled the technical responsibilities of producing a quality "end product".

Cooperation was also received by Marion Cable Television in broadcasting thirty-four "One...Two...Three...A-B-C...TV" productions. It should be acknowledged that the time spent to broadcast each fifteen minute tape, which was presented two evenings per week, represented donated time contributed to the Marion 4-C MALE-IMAGE Project. Additional support was extended by the Marion Community Schools, Grant County United Way, the local preschool programs and day care centers serviced by the MALE-IMAGE Project, as well as Marion 4-C.

A second area of concern, dealing with the preschoolers within the classroom, should be explored. Despite the efforts to coordinate and organize the necessary arrangements prior to taping, one uncontrollable factor remained ever-

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present. Simply stated, preschool children cannot be expected to be staged and rehearsed for any measurable time period. At the arrival of camera equipment, which may appear foreign to many youngsters, a seemingly controlled atmosphere evolves into instant chaos. Trying to remain collected on the surface, teachers sometimes become unnerved in their attempt to redirect the anxious children, who for the most part, acted out of natural curiosity.

Another troubled area involved retaping of the same production. For instance, due to technical difficulties, the same show might have to be taped a second or even third time in order to produce a quality presentation. Therefore, tapings had to be rescheduled involving a loss of time on the part of all concerned. At times, teachers became disappointed when informed that a previous tape was not presentable. Rather than realizing the technical difficulty in handling the equipment which proved to be the major problem-area, they internalized the problem and accepted the personal blame of a tape that failed. Obviously no preschool facility would appreciate projecting a poor image on a community based televised program. Instead, all efforts were made to enhance the variety of programs presented by individual centers.

Despite the problems endured throughout the year, thirty-four tapes were televised by Marion Cable TV which provided a source of entertainment to the families and friends of hundreds of local preschoolers.

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RESULTS

A. High School Males

Seventeen high school males were pre and post tested using the Jr-Sr. High School Personality Questionaire, Figure 1 shows the results. Keeping in mind that these students were potential dropouts and were in an alternative H.S. program it is interesting to note the changes. Although the changes are not statistically significant the move toward the mean on all scales must be considered an important improvement for these students.

In comparing their H.S. grades with the other students in the alternative program, we find a significant difference. The MALE-IMAGE students had an average grade point average of 2.09, the other students posted a 1.89.

There was no difference in the average H.S. attendance record of the MALE-IMAGE student, as compared to the other students in the alternative program.

The students performance at the various centers was measured in three ways; first, a bi-monthly evaluation form filled out by the H.S. student, secondly, a weekly student evaluation form filled out by the teacher, and third, a final overall evaluation by the teacher. Examples of all forms used are in Appendix B.

All the students reported they were happy in their work with the preschool children. In answering the question, do you feel any different after working with the children, the H.S. students tended to move from "some difference" to "much difference" over the year. They all felt they were fulfilling the children's need for a "male image". However, when asked, how can I improve this image, most could offer no answer. The only answer appearing with any regularity was, "to be myself."

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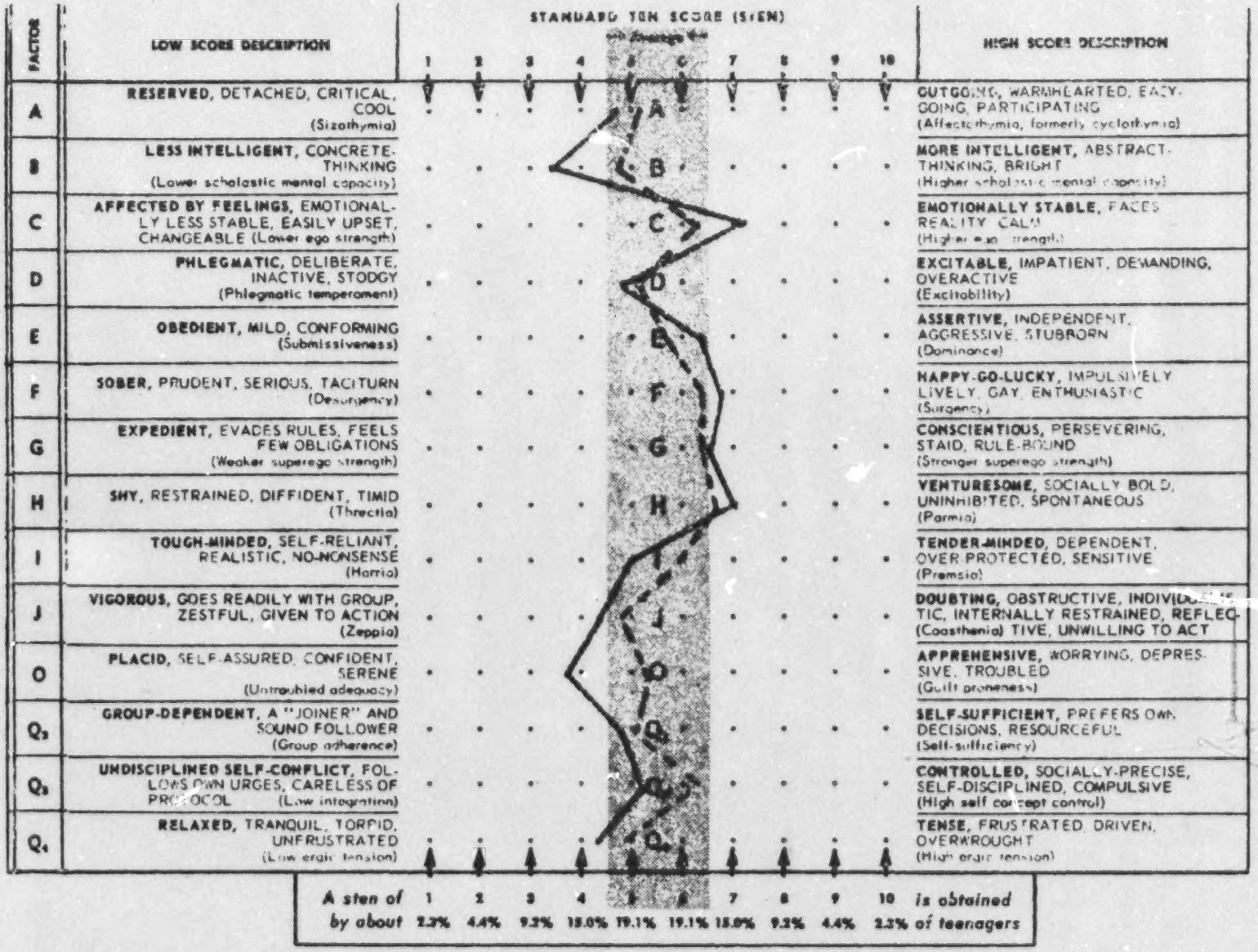
FACTOR
LOW SCORE DESCRIPTION
STANDARD TEN SCORE (STEN)
Average
1 2 3 4 5 6 7 8 9 10
HIGH SCORE DESCRIPTION
A
RESERVED, DETACHED, CRITICAL, COOL (Sizothymia)
OUTGOING, WARMHEARTED, EASY-GOING, PARTICIPATING (Affectothymia, formerly cyclothymia)
B
LESS INTELLIGENT, CONCRETE-THINKING (Lower scholastic mental capacity)
MORE INTELLIGENT, ABSTRACT-THINKING, BRIGHT (Higher scholastic mental capacity)
C
AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASILY UPSET, CHANGEABLE (Lower ego strength)
EMOTIONALLY STABLE, FACES REALITY CALMLY (Higher ego strength)
D
PHLEGMATIC, DELIBERATE, INACTIVE, STODGY (Phlegmatic temperament)
EXCITABLE, IMPATIENT, DEMANDING, OVERACTIVE (Excitability)
E
OBEDIENT, MILD, CONFORMING (Submissiveness)
ASSERTIVE, INDEPENDENT, AGGRESSIVE, STUBBORN (Dominance)
F
SOBER, PRUDENT, SERIOUS, TACITURN (Desurgency)
HAPPY-GO-LUCKY, IMPULSIVELY LIVELY, GAY, ENTHUSIASTIC (Surgency)
G
EXPEDIENT, EVADES RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)
CONSCIENTIOUS, PERSEVERING, STAID, RULE-BOUND (Stronger superego strength)
H
SHY, RESTRAINED, DIFFIDENT, TIMID (Threctia)
VENTURESOME, SOCIALLY BOLD, UNINHIBITED, SPONTANEOUS (Parmia)
I
TOUGH-MINDED, SELF-RELIANT, REALISTIC, NO-NONSENSE (Harria)
TENDER-MINDED, DEPENDENT, OVER-PROTECTED, SENSITIVE (Premsia)
J
VIGOROUS, GOES READILY WITH GROUP, ZESTFUL, GIVEN TO ACTION (Zeppia)
DOUBTING, OBSTRUCTIVE, INDIVIDUALISTIC, INTERNALLY RESTRAINED, REFLECTIVE, UNWILLING TO ACT (Coasthenia)
O
PLACID, SELF-ASSURED, CONFIDENT, SERENE (Untroubled adequacy)
APPREHENSIVE, WORRYING, DEPRESSIVE, TROUBLED (Guilt proneness)
Q3
GROUP-DEPENDENT, A "JOINER" AND SOUND FOLLOWER (Group adherence)
SELF-SUFFICIENT, PREFERS OWN DECISIONS, RESOURCEFUL (Self-sufficiency)
Q3
UNDISCIPLINED SELF-CONFLICT, FOLLOWS OWN URGES, CARELESS OF PROTOCOL (Low integration)
CONTROLLED, SOCIALLY-PRECISE, SELF-DISCIPLINED, COMPULSIVE (High self concept control)
Q4
RELAXED, TRANQUIL, TORPID, UNFRUSTRATED (Low ergic tension)
TENSE, FRUSTRATED, DRIVEN, OVERWROUGHT (High ergic tension)
A sten of 1 2 3 4 5 6 7 8 9 10 is obtained
by about 2.3% 4.4% 9.2% 15.0% 19.1% 19.1% 15.0% 9.2% 4.4% 2.3% of teenagers

FIGURE 1

PRETEST ——— POST TEST — — —

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The teacher's weekly evaluation was analyzed by giving "outstanding" a value of 6 and "couldn't be worse" a value of 1. Averaging the month of October as a pretest and the last four weeks as a post test the results are listed below.

	PRE	POST
attendance	3.1	4.2
performance	2.9	5.1
attitude	3.2	5.3
relationships	3.1	4.8
image	2.8	5.6
dress	2.3	4.9
cleanliness	2.7	5.1

The teachers reported that as the students became more familiar with the children and the program they were able to handle more responsibility. Ten of the seventeen students were rated outstanding in terms of performance by their teachers on a consistent basis.

B. Preschool Student

The preschool children were divided into 2 groups; an experimental group, with male images, and control group in which no male teacher aide was introduced. The experimental group consisted of six different classes spread across 4 different schools and taught by 5 different teachers. The control groups contained 5 classes in three different schools with four different teachers. Three of the experimental classes were HeadStart and two were P.E.P. (Preschool Enrichment Program). The sixth experimental class was a private agency. The control group consisted of all P.E.P. classes. The children in P.E.P. and HeadStart are from the lower socio-economic portion of the community. The private agency has 1/4 of its students from the lower socio-

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economic group while 3/4 are middle to upper middle class.

The experimental group of 117 students contained 23 black students without a male image in the home and 12 white students, without one. The control group of 97 students contained 19 black students and 10 white students without a male images in the home. A male image was defined as a male resident, 18 years or older.

The Woolner Preschool Self-Concept Picture Test (PS-CPT) was administered to the experimental group of 117 four year old preschool children. The children were equally divided as to sex and race (white and black). The same test was administered to a control group of similar size and composition. For a description of the PS-CPT and a sample plate see Appendix A.

Using multiple T tests the analysis of pre and post testing failed to produce any statistically significant results.

The one plate testing the acceptance vs. the rejection of a male figure showed a "trend" at the .30 level of significance.

An attempt was made to see if the preschool students in the experimental group would go to the male image student with increasing frequency over the year. This proved impossible when observation of classroom behavior indicated the preschooler's program was structured in such a way it prevented them from making a choice as to who they worked with.

Cognitive development as measured by pre and post readiness testing showed average increase in skills by all classes. There was no significant difference between groups.

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CONCLUSIONS

The real benefactors of this project have been the high school students. Although the only statistically significant change has been in G.P.A., a very important change to be sure, the unmeasurable affective change appears to be their overall attitude toward young children. With one or two exceptions, the teachers learned to depend on the H.S. student for assistance in teaching. In several instances the high schoolers worked with their "own" group of pre-school children. The preschoolers formed real attachments for some of the men. One teacher went so far as to suggest she would pay he male image student's salary for next year.

Their is no question that the various centers benefited from having the students present. Some of the students were in the program for the second year and their expertise was utilized in helping the newer students in the program work with the preschoolers. The teachers have unanimously asked for a male image participant next year.

There were, however, several areas where improvements could be made. The H.S. students' frequent absences were a source of annoyance. They seldom called in and hence the teachers were often left holding the bag. Another frustration on the part of the teacher was the student's inability, because of H.S. scheduling, to stay for the full session. The student often caused a commotion when he arrived which disrupted the class.

It should be noted that several of the students graduated from H.S. this year and although it can't be proven statistically, it is hoped that the maturity they achieved was facilitated by participation in the project.

The preschoolers have benefited not so much from having a "male image" in the class, but, from having another skilled "assistant teacher" to help them.

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In summary it could be said the project succeeded with the high school students but "failed" with the preschool students. But it is the opinion of this author that this "failure" is only in terms of statistical analysis.

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Future Recommendations

1. Earlier identification of male students may prove to alleviate some problems, such as in the area of class scheduling.

2. Increased obse ation and training prior to actual placement would be advised to promote a smoother transition into the assigned classroom. The strength of this important item has been recognized and shall be continued on a more intense basis.

3. Students should be granted additional time to assist their assigned teachers in arranging the planned activities on a daily schedule. Such coordinated efforts would motivate the decision making process of the student participants.

4. Close observation and continued communications on the part of the project director to insure good public relations.

5. To utilize community resources as a means to increase the cognitive levels of the participants. Resources include:

   Pediatrician

   Red Cross Instructor on Prenatal Care

   March of Dimes Representative

   Preschool Teacher

   Dentist

   Nurse

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CONCLUDING SUMMARY

Marion Community Child Care Council, Inc. has enjoyed the opportunity to conduct the MALE-IMAGE Project and has appreciated the concerted efforts extended by the Office of Child Development of the Children's Bureau which solely financed the Project for the past two years. A summary of general impressions expressed by the project director, concludes this Final Report.

By design the MALE-IMAGE Project is most unique and possesses great potential which may determine its permancy. The Male-Image Project was conceived to allow male students the opportunity to enter an area of employment which had originally been dominated by females. Following the evaluation of the first year project, it was concluded that the preschoolers did benefit from the positive exposure of an adult male. Unrecognized, until after the final testing had been completed, was the increased amount of benefit derived on the part of the high school males to which additional attention was focussed throughout second year funding. Of major impetus, the Project attempted to enrich the socialization processes of both the male students and the preschoolers. An encompassing Project goal was to develop a human understanding and interest (elicited by an enthusiastic approach) directed to child care. To achieve this, male student imput was supplied by the Pontoon III Program, an alternative approach to traditional education sponsored by Marion High School.

The same students chosen from the Pontoon Program, who had previously been characterized as truants, irresponsible and delinquent in nature, later became actively involved in the MALE-IMAGE Project. One might presume a risk factor associated in the employment of "problem" students (eg. serveral were

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inducted upon release from the Indiana State School for Boys). Instead, it is this type of youth, from a disadvantaged background, that deserves our attention and ultimately benefits from the exposure. (Note Appendix C which includes several case histories and a group photograph of the MALE-IMAGE participants.)

Participation in the Project allowed students the ability to convert their energies from anti-social behavior into worthwhile involvement. Although achieved on an individual basis, this conversion technique intensified group cohesiveness. Of particular interest is the fact that the group responded well to conformed behavior while retaining their personal identities as evidenced by offering their own special talents. Students also gained a firsthand experience in assuming adult-like responsibilities. As they realized the need to become accountable for their actions, they also became cognitive of the alternatives involved in their behavior.

The MALE-IMAGE Project also provided an integrated learning experience. To best promote the "male-image" to preschoolers, the male students had to accept different and varying roles. Aside from functioning in the capacity of tutor or assistant to the teacher, the participants were also encouraged to be an observer, helper and constant companion to the preschooler, all of which demands continual interaction. Testimonies, as reflected by the male youths, serve best to prove the merit of this involvement. When recalling a recent field trip to a local supermarket, one student commented, "We never got to do all this fun stuff when I was a kid". Another stated, "I really like it now that I know that the kids like me and even miss me when I'm not there." Finally, one student surmised, "My family can't belief I'm really working with these kids. They finally know that I'm not

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just another paid babysitter. I even enjoy my little nephews and neices better."

In conclusion, based on the positive strengths as outlined in this Final Report, Marion 4-C has recognized the definite need as well as the invaluable benefit achieved by the MALE-IMAGE Project. Therefore, all efforts of refunding will be made to continue the Project in hopes that it may become an on-going project.

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APPENDIX A

The Woolner Preschool Self-Concept Picture Test (PS-CPT) was used to determine change in the preschoolers self-concept. A sample plate and answer sheet is included in the appendix. The subjects were all four years of age.

The Preschool Self-Concept Picture Test is a Non-verbal picture test which assesses self- and ideal self-concept. A third variable is derived from the incongruency between self- and ideal self-concept. This picture test is composed of four separate but comparable subsets for Negro and Caucasian boys and girls. The pictured characteristics, according to Plate number are:

1. Dirty vs. Clean
2. Active vs. Passive
3. Aggressive vs. Nonaggressive
4. Afraid vs. Unafraid
5. Strong vs. Weak
6. Acceptance of male figure vs. Rejection of male figure
7. Unhappy vs. Happy
8. Group Rejection vs. Group Acceptance
9. Sharing vs. Not Sharing
10. Dependence vs. Independence

The pictured characteristics represent ten positive and ten negative characteristics. For seven plates the positive and negative characteristics are identical for boys and girls, while on three plates sex differences are noted.

6A

6B

000027

WOOLNER'S
PRESCHOOL SELF-CONCEPT PICTURE TEST
INDIVIDUAL ANSWER SHEET

NAME_____ DATE_____

AGE_____ _____ SCHOOL_____ GRADE_____
Years Months

TEACHER_____

	PART I		PART II		SCORING	
PLATE	SELF-CONCEPT		IDEAL SELF-CONCEPT		AGREE	DISAGREE
1.	A ____ Dirty	B ____ Clean	A ____	B ____	____	____
2.	A ____ Active	B ____ Passive	A ____	B ____	____	____
3.	A ____ Agressive	B ____ Non-Agressive	A ____	B ____	____	____
4.	A ____ Afraid	B ____ Unafraid	A ____	B ____	____	____
5.	A ____ Strong	B ____ Weak	A ____	B ____	____	____
6.	A ____ Accept of	B ____ Rejection of	A ____	B ____	____	____
7.	A ____ Unhappy	B ____ Happy	A ____	B ____	____	____
8.	A ____ Group Reject	B ____ Group Accept	A ____	B ____	____	____
9.	A ____ Sharing	B ____ Not Sharing	A ____	B ____	____	____
10.	A ____ Dependence	B ____ Independence	A ____	B ____	____	____
				TOTAL	____	____

COMMENTS:

APPENDIX B

FINAL EVALUATION

H.S. Students NAME_____Center_____

TIME at center (#of weeks)_____

How has this student's attitude toward young children changed during the time he has worked for you?

What is his most outstanding characteristic?

What characteristic does he need the most help with?

What has been the students (preschool) reaction to him?

How has the student handled the responsibility of working with young children?

Would you hire him as a teacher aide?

Bi-Monthly Evaluation Form

Name _____ Date _____

1. I attended my assigned day care or preschool center on M T W Th F of this week.
2. I attended the in-service day meeting at the high school on Friday. YES NO
3. If absent, state the reason and the day(s) in the space provided: _____
4. Did you help a small child learn something this week? YES NO
5. Did you learn anything new this week about small children? YES NO If Yes, tell of your experience: _____
6. The children were EASY HARD to handle these past two weeks.
7. Do you like to work with 3-5 year old children? YES NO Why or Why not? _____
8. Have you exchanged any ideas about the program with any other participants. YES NO If Yes, What were some of your ideas? _____
9. How did you and your teacher get along during the past two weeks?
   FINE GOOD FAIR POOR
10. Do you feel any different about your personality after working with these children?
    Much Difference Some Difference No Difference
11. Do the children like you working with them? YES NO
12. Is the Male-Image Program helping you? YES NO If Yes, In what way(s) _____
13. Are you fulfilling the children's need as a Male-Image participant? YES NO
14. How can you improve this image to the children? _____
15. Are you happy in your assigned center? YES Not Sure NO
16. How do you get along with the Project Director? FINE GOOD FAIR BAD
17. Do you use the T.V. equipment properly? Is there any way you could improve your skill in the use of video tape equipment? _____

STUDENT EVALUATION FORM

STUDENT NAME [illegible] CENTER [illegible] EVALUATOR [illegible]

FOR THE WEEK BEGINNING [illegible]

	OUTSTANDING	EXCELLENT	GOOD	FAIR	POOR	COULDN'T BE WORSE
ATTENDANCE						
PERFORMANCE		X				
ATTITUDE		X				
RELATIONSHIPS (WITH TEACHERS AND AIDES)						
IMAGE (PRESENTED TO CHILDREN)						
DRESS						
CLEANLINESS						

ADDITIONAL COMMENTS:

00432

APPENDIX C

Case Studies
of
High School Students

Case I

D.L. is a young black male who presents an interesting case study. D.L., who was previously employed in the first year project, did not respond too well under the supervision of the new project director at the beginning of the 1974-75 school year. This display of negativism could be explained once several important factors were revealed.

Through observation on the part of both the project director and his assigned teacher, it became apparent that D.L. was suffering from a perceptual sight problem. Earlier tests concluded that he could possibly be dyslexic and no follow-up training had been arranged. Also, there is evidence that the father is absent from the household. One of the major problem areas noticed was his rather high rate of absenteeism. He had gained the respect of the MALE-IMAGE peers and possessed potential leadership qualities but at first offered no constructive ideas and assumed little responsibility.

Considering all factors, D.L. was subject to dismissal at the end of the first semester. Reconsideration of his termination was made following increased observation of his performance. It was discovered that despite his seemingly irresponsible behavior, he had an excellent rapport with the children. His teacher and preschool director both expressed their concern and offered their assistance which convinced the project director that he should remain. Fortunately, D.L. realized their attempts and appreciated their continued support. Prompted by a measure of praise, he recognized the intended purpose of his daily presence and showed distinct improvements in his work habits which undoubtedly reinforced his self-perception. Despite the fact that he could not graduate as earlier anticipated, he has been counseled into continuing his high school education until he receives his diploma. It is hoped that he will become involved in the Project througout the coming school year, for his services will be most welcomed.

Case II

By the experiences he has enjoyed through employment in the MALE-IMAGE Project, Mr. R. has tentatively chosen a teaching career in the area of preschool education. Mr. R., a senior, plans to enroll in college and available funds to sponsor him are currently being sought. He also is a second year MALE-IMAGE veteran. He has always worked well with the children and has achieved respect from his assigned teacher as well as other faculty. He seems very alert and responsible which may be the reason why his teacher stated "if I had a choice over J.R. and my full-time aide; I'd pick J.R.". Directing her comments to the project director, she continued, "I hope you find enough money to let J.R. continue working. I would pay him out of my own pocket, if I could, just to have him back...and on a full-

time basis!" J.R. was placed in the summer program, but had to quit once he found a higher paying job. Realizing that the father deserted the family when J.R. was only seven, he explained, "My mother is on welfare and 'cause I don't want to beg money off of her, I had to get me another job with more hours to work." Indeed, for the benefit of the total Project, it is hoped that J.R. will return as such involvement will be an asset for future reference.

Case III

Rarely did someone associate with R.F. He remained aloof and a loner. It was not due because of some physical characteristic but rather his social environment has stifled his ability to verbally communicate. Observation of the family indicates that this low level of verbal interaction does exist and is perpetuated by the family members. Additionally, R.F. was a non-conformist and a slow learner but he was always cooperative despite his handicaps. Although he rarely initiated his own activity, through supervision, R.F. could follow directions easily enough to accomplish a given task. One amazing feature is that R.F. could associate on the level of a preschool child (age 3-5) quite well. This was often accomplished by a rather interesting technique. R.F. would stage his own puppet shows, supplying all the necessities himself. Indirectly, he was talking to the children via the puppets, but at the same time providing a great amount of entertainment.

Employment by the MALE-IMAGE Project provided R.F. with the opportunity to employ his own talent which in time allowed him the freedom to verbally express himself. Improvement was witnessed as R.F. began to associate with other peers. His affiliation at school and at the assigned center became stronger during his two year involvement in the Project. R.F. did graduate and presently resides in Tennessee having recently moved with the family to begin a new career.

Case IV

An underlying objective of the MALE-IMAGE Project is to encourage the decision-making process of each individual which enhances their leadership abilities. In the estimation of those who knew him best by the devoted service he rendered, J.R. has certainly achieved the recognition as a leader. Much of his accomplishments have been made by his own perserverance. It is known that the homelife has been unstable and little support has been offered by the family members. In fact, J.R. has conveyed the unreported but nonetheless unforgotten child abuse incidents which he suffered as a young boy. Fortunately, he possesses great self-determination which in turn commands self-respect. His strength also lies in his power of comprehension and reasoning ability. He can project future goals without reflection on past misfortunes and mistakes.

J.R. graduated from high school and is presently employed in the summer program. He recently stated his renewed interest in enrolling at either a college or vocational program. He has also considered military service. Undoubtedly, whatever course J.R. finally decides, he will remain undaunted until his goal has been accomplished which will be reinforced by his self-satisfaction.